

Early level – Find and use information

Es and Os:

I use signs, books or other texts to find useful or interesting information and use this to plan and make choices or learn new things. LIT 0 -14a

Learning Intention: To make choices using information from texts.

Success criteria: I can identify what sort of information I am looking for.

I can find the useful information.

I can make a choice and explain it.

Significant aspect of learning: Find and use information

Learning statements: Finds and uses information to learn new things.

Context and background: The children were presented with a menu, asked to read it and then select their choice of food. Children worked in pairs to find and select information from the menu. They were asked to find and highlight important information to help them understand the menu before choosing what they would order.

"You need to read a menu if you go out for dinner with your mum and dad so you can pick what you want to eat" 1

I couldn't do all the words but I knew some of them already because I've seen them before. It tells you what food there is" 2

"Where are the main courses?"
"Here - main course, the middle sound is ai"

"How many choices are there?"
"Nine." 3

The learner demonstrates their understanding of the purpose of the text. The learner made links with previously seen words and used this to help access the menu. They used phonc awareness to identify phonemes in words.

Starters

- Mini Pizza £3.75
- Mini Pasta £3.95
- Mini Sandwich £3.95
- Mini Burger £3.95
- Mini Chicken £3.95
- Mini Fish £3.95
- Mini Veggie £3.95
- Mini Fruit £3.95

Main Courses

- Pepperoni Pizza £5.95
- Chicken Caesar Salad £5.95
- Beef Burger £5.95
- Chicken Burger £5.95
- Beef Burger £5.95
- Chicken Burger £5.95
- Beef Burger £5.95
- Chicken Burger £5.95

Desserts

- Ice Cream Milk Shake £2.95
- Chocolate Button Sundae £2.95
- Chocolate Chip Cookie £2.95
- Chocolate Chip Cookie £2.95
- Chocolate Chip Cookie £2.95
- Chocolate Chip Cookie £2.95
- Chocolate Chip Cookie £2.95
- Chocolate Chip Cookie £2.95

Drinks

- Simply Fruity £1.99
- Soft Drinks by the Glass £1.99
- Soft Drinks by the Glass £1.99
- Soft Drinks by the Glass £1.99
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Sides

- Onion Rings, Mixed Salad, Calabrese, French Fries, £1.75 each
- Onion Rings, Mixed Salad, Calabrese, French Fries, £1.75 each
- Onion Rings, Mixed Salad, Calabrese, French Fries, £1.75 each
- Onion Rings, Mixed Salad, Calabrese, French Fries, £1.75 each
- Onion Rings, Mixed Salad, Calabrese, French Fries, £1.75 each
- Onion Rings, Mixed Salad, Calabrese, French Fries, £1.75 each
- Onion Rings, Mixed Salad, Calabrese, French Fries, £1.75 each
- Onion Rings, Mixed Salad, Calabrese, French Fries, £1.75 each

WANGRY crossword

across

1. One of a group of people who are in a particular place.
2. These are made of bread and meat.
3. This is a very popular side in a restaurant.
4. You'll need a fork of this sort when you're eating.

Di Maggio's kids menu

COLLECT DIMAGGIO'S DOLLARS

WHERE'S MY FRUITY?

Join the dots

SIMPLY fruity

"It says d-r-i-n-k-s drinks." 3

"What would you like to order?"
"Can I have soup and spaghetti and ice cream?"
I think soup tastes nice and spaghetti is yummy. I like it when ice cream gives me brain freeze." 4

"What would you like to order?"
"I want corn on the cob and burger and fries and chocolate button sundae.
Corn is yummy. I like burgers and I like chips. I've had chocolate buttons before and it tastes delicious." 4

The learner made choices about what food they would choose by scanning each box and looking for familiar words by using strategies such as sounding out to decode new words. Although they could not decode every word, the learner was able to gather enough information to make an informed choice and they could give a reason for making their choices.

The learner was able to apply their reading skills to search for information. They could recognise or decode in a familiar real-life context. They were able to identify sections for starters, main courses, desserts and drinks and how to find out the cost of different items. They were able to select appropriately from each heading on the menu and justify their choice of food.

Early level – Find and use information

Learning Intention: To find and read signs and understand their purpose.

Success criteria: I can find and read signs.
I can explain how the sign helps me.

Context and background: Children went on an environmental walk around the school. They identified signs that gave information and photographed them. They were able to explain what the sign said and why it was useful to people. Children were applying their skills in a real world context and increasing their awareness of environmental print and its purpose.



It says it is the fire alarm so you know to press it if there was a fire.

The learner has used their own words to explain their understanding of the sign.



"It's for the shop and tells you what it is and what they sell. It says Monday, Tuesday and all the days and the numbers are so you know when you can go in."

The learner is extracting specific information from a more detailed sign and showing literal comprehension.



"For the boys, it might have a picture of a man, but it has a straight body and the girl has a triangle skirt. I know the word, they can be different colours but it says boys."

Demonstrating Higher Order Thinking Skills when analysing the sign and explaining that the sign may be different colours etc but the symbol represents the same things – boys/girls toilet.



"It says look at our excellent work and there is work that everyone worked hard on so they want to tell everyone to look at it because it's so good."



"It is the office and it tells you so you know what you can do here and you can pretend to be in the office and people know because of the sign."



"It says the teacher's name and the class on the door so that if someone new comes they know the teacher and the class. We have one on our door with your name and our class."

Overall, the learner has found and used information successfully and demonstrated their understanding of the purpose of a variety of signs by explaining it to the teacher and their peers.

Early level – Find and use information

Learning Intention: To use books to learn new things.

Success criteria: I can explain what I am trying to find out.
I can choose an appropriate book.
I can find relevant information.

Context and background: Children were exposed to a variety of books and asked to sort them into fiction/non-fiction and make use of an index to find specific information. They were given a 'mock index page' to practice their scanning skills.

A



"Non-fiction is not made up. It has information. A photograph is real life because you have taken a picture of it."



"In fiction it doesn't really happen. In non-fiction it is true and you can find things out."

"Writing next to a photo it tells you what it is."


"It tells you what you find on different pages (pointing at contents page). You look at the number and go to that one. You don't have to read it all."

(Looking at index) "It's in the alphabet. You look at the number at the word you want and you can find it."

B

Can you find a book that will tell us about something about Kenya?

"This book is called Kenya and that's the country. It tells you about the country. It will show you lots because of the photos and it shows you the kind of house they have. I can see the flag so it's about Kenya."



I found a map to show you where it is and all the other places are green and not Kenya and the yellow bit is Kenya."


Can you find a book that will tell us about something about animals in Kenya?

"Lions are in Kenya. It has writing inside it about the animals that live there"




I can see pictures of them eating meat. The cubs are hunting with their mums till they are grown up."
Notes read: "mett etur hunt mum grow up"

C



"You look in the back of the book and it has the page you have to go to."

"I think this will tell us about what the Kenya flag is like."



"You have to look in the back for if it's there. It's in the alphabet so you look for the first letter. (Scans index) It's there (points to word, 'how do I know where it is in the book') It's on page 43. (Looks for page). Here it is!"

A) The learner sorted fiction and non-fiction books and could explain the features of each by talking about 'real life' or not and features such as captions, contents and indexes.

B) The learner was given a subject and was able to choose a suitable book. They identified the title and recognised that it tells you what the book is about. The learner found specific information relating to their own subject. e.g. about horses.

C) The learner knew the location of the index page and showed familiarity with the layout and confidence in the use of the index page. They were able to locate specific information in the book by using applying their scanning skills when looking at information and page numbers given in the index.